How Do We Do It?
Organizational Cultural Competence The EAPID Planning Model

Facilitators:

Lora Rose, Yvonne Russell and Kathy Baker

Developed by the DBHDS Statewide Cultural and Linguistic Competence Steering Committee- March 2011

Organizational Cultural Competence Planning Model

Engagement

Organizational Cultural Competence Planning Model

THE FIRST STEP
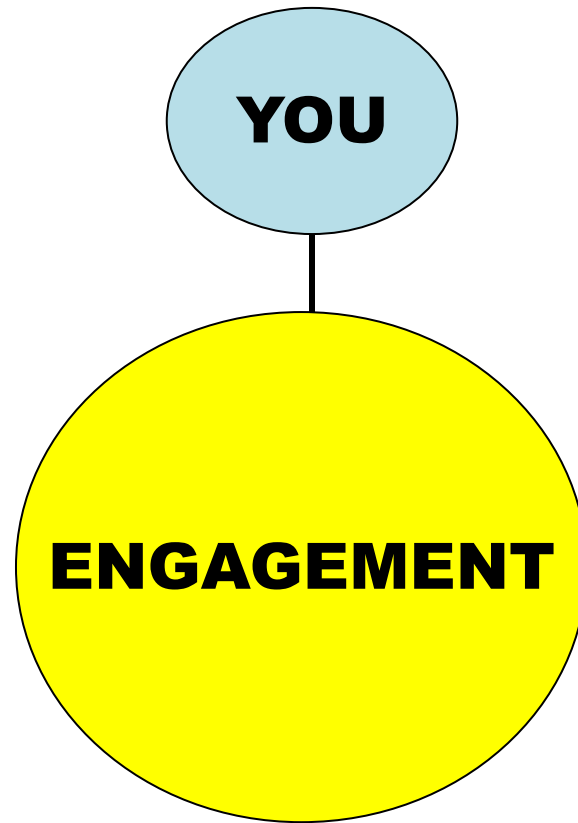
ENGAGEMENT

This is the "Beginning Stage"
Where Organizations or Individuals
Share their Interest Stories
(both about ourselves and those we serve)
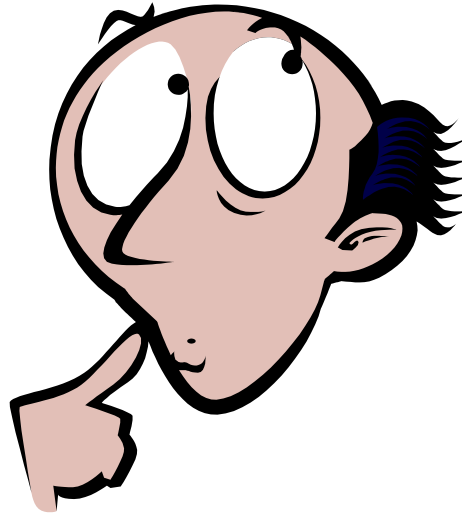Observations and Questions Begin

WHY ARE WE HERE?
AND
WHY DO WE NEED TO DO THIS?

YOU

ENGAGEMENT

**Conversations Begin to Happen
Developmental Process Starts
Baby Steps Are Huge Steps
In The Developmental Cycle**

AFTER ALL...

MOVING FROM
CULTURAL AWARENESS
TOWARD
CULTURAL COMPETENCE
IS
BEST PRACTICE

If the work we do is Best Practice...

The foundation we've built toward achieving

Cultural Competence

Is strong
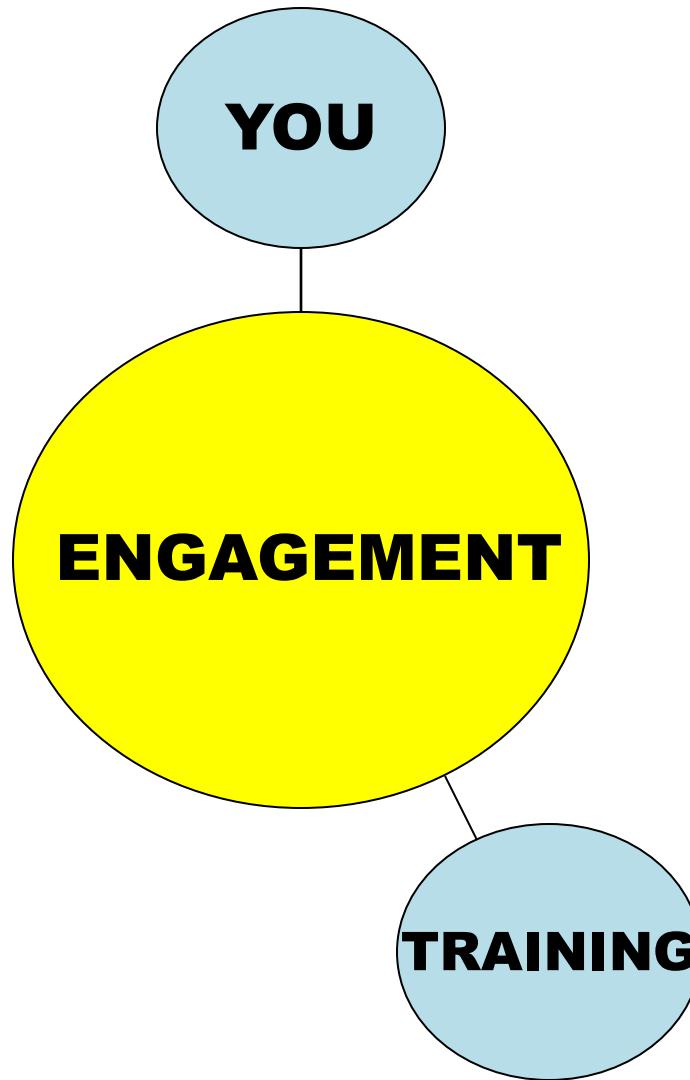
REGULATORY AGENCIES

- CARF (A MODEL FOR BEST PRACTICE)

- LICENSING (SETS MINIMUM STANDARDS)

- HUMAN RIGHTS (FOCUS ON DIGNITY, RESPECT AND HUMANE TREATMENT)

THEY ALL PUSH US IN THE DIRECTION WE NEED TO GO!

YOU

ENGAGEMENT

TRAINING
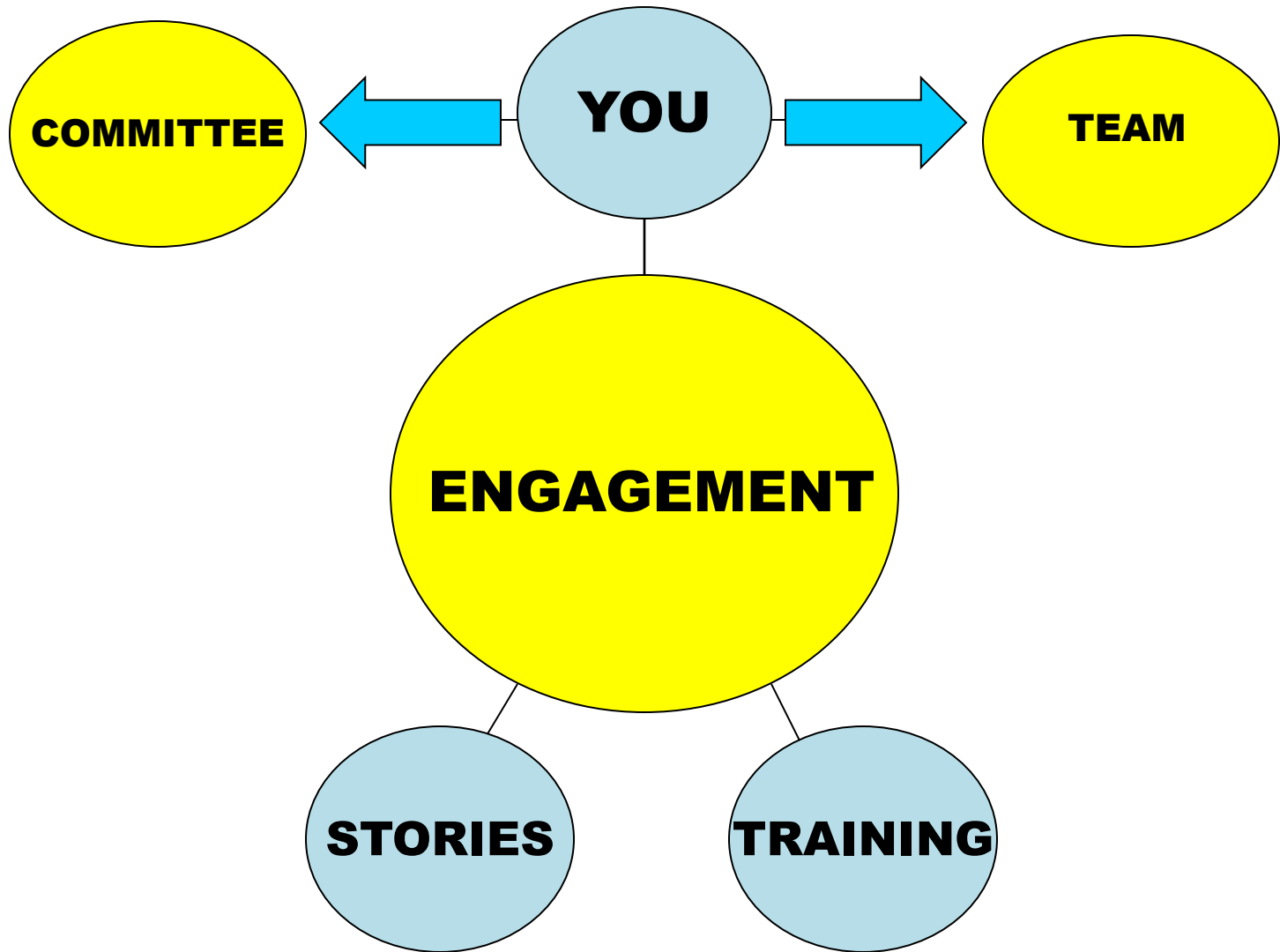
Attend Outside Training And Bring Back To Agency

CULTURAL DIVERSITY TRAINING

MOST OF US ALREADY INCLUDE THE BASIC CONCEPTS OF

CULTURAL AWARENESS

IN OUR BUSINESS PRACTICES

COMMITTEE ← **YOU** → **TEAM**

ENGAGEMENT

STORIES   **TRAINING**

Stories are Shared
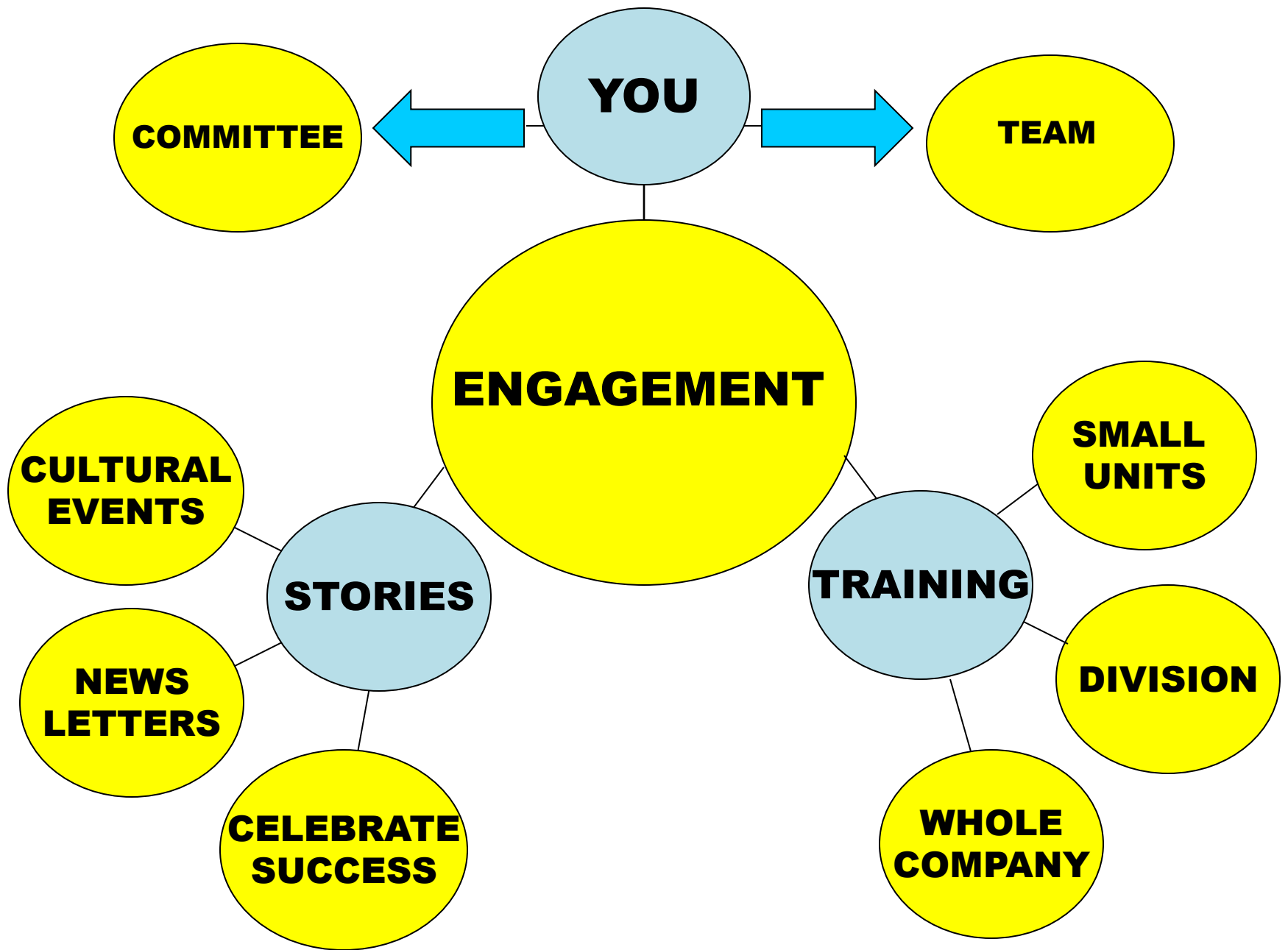**Ideas Begin to Flow and Activities are Planned**

CULTURE...

WHAT IS YOURS?

Examples

- "Taste of Culture" Potluck
- Variety of Cultures Holiday Celebrations
- Newsletters with Feature Stories
- Brown Bag Discussions or Events
- Unit discussions/training
- Monthly Cultural Bulletin Boards
- Sharing one's own culture with others
- Door Decorating Contests During Holiday Season

Lessons Learned

- **Committee Representative of Entire Agency**
- **Authority on Committee OR Authority Given to the Committee**
- **Charge or Mission to the committee**
- **Membership Timeframes (turnover creates new energy and creativity)**
- **Create Sustainable Steps**
- **Get Buy in from the Top**
- **Not just the Committee's Responsibility**
- **Create a Co-chair for succession**
- **Difficult topic for some to talk about**
- **People feel more comfortable talking about this topic in their own units/or smaller gatherings**

CULTURAL

DIVERSITY:

Moving from
CULTURAL AWARENESS
to
CULTURAL COMPETENCE

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Cultural Assessments

- Purpose of an assessment
  - To gain understanding of where you are
  - May look at your attitudes, values, procedures
  - Test for Hidden Bias
  - Hopefully will lead to the development of a cultural competence plan
  - The results will give you an idea of where to focus your energy
  - For continuous performance improvement
  - Assessments are continuous

Cultural and Linguistic Assessment

- Gathering data from various places
  - Person Served, Family members, Stakeholders, community members
  - Employees various levels Board Members,
- Gives you a feel for how people view your organization from many different angles.
  - Opportunity for feedback and conversation
- "We do good work" – According to whom?

Other Assessment Tools and Data Collection

- Personal Assessments
- Sample assessment tools in packet/For personal growth/may use for small team exercises
- Review other data collection on persons served and community trends (more discussed this afternoon)
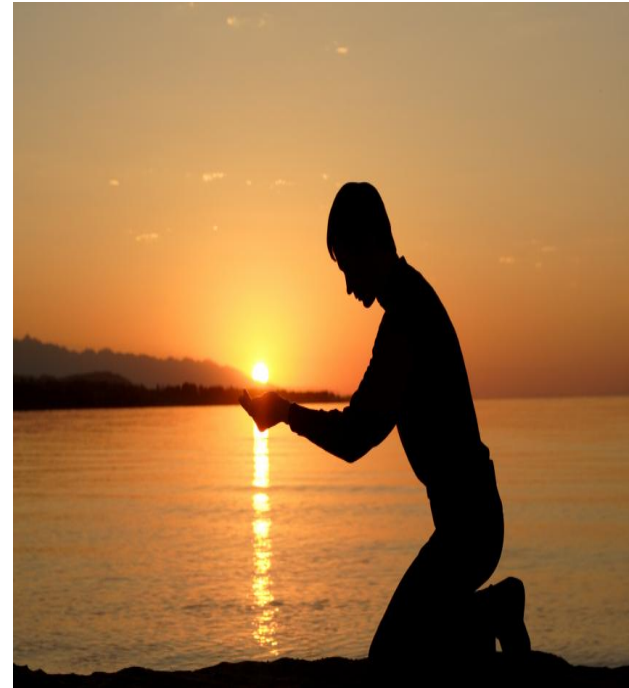
Develop an Assessment Plan

- Choose assessment tool that is right for your organization, Assessment process may vary depending on who is being assessed, Who is your audience?

- Determine how many/ Sample or all

- Time frames/ Facilitators/scribes

- Map out your process/ How are you going to do the assessment

- Completing an organizational assessment requires detail planning

How?

- Focus Groups
- Written or Telephone Questionnaires
- Staff meetings
- Naturally occurring groups
- Cross divisional groups
- Community Meetings
- Family meetings
- Surveys
- Pre and Post tests

Qualitative vs. Quantitative Data

- **_Qualitative Methods_**
- To gain an understanding of underlying reasons and motivations, to provide insight into a problem
- Data is collected from: focus groups, interviews, discussions, non-statistical, can give more in-depth information
- More subjective
- Data is in the form of words, pictures or objects

- **_Quantitative Methods_**
- To quantify data, using tools to collect numerical data
- Data collected has fixed responses, data is tabulated from questionnaires, surveys
- More objective
- Data is in the form of numbers and statistics

Important to learn how to mix the two in your assessment process.

FY10 Draft Implementation Plan for
Agency Cultural and Linguistic Assessment

1. CACC suggests Building Bridges Agency assessment for agency and CLAS standards review.
2. AMT approves the use of the Building Bridges tool and assessment of CLAS standards
3. CACC develops a plan to complete Building Bridges Assessment with Agency, have a discussion of CLAS standards with CACC and AMT and develop questions related to cultural competence that will involve stakeholders. The information will be gathered by CACC and presented to Leadership Group for review to make any recommendations that may be added to the FY11 Agency Cultural Competency Plan.

Agency Cultural and Linguistic Assessment

FY10 DRAFT Timeframe

July 2009

July 22, 2009 – Leadership Group Meeting - CLAS overview at Leadership presentation by Cecily Rodriguez.

Present Cultural Assessment plan to Leadership group for approval.

September 2009

September 1, 2009 - Focus Group -Hermitage stakeholder group 6:00pm at Hermitage.

September 9, 2009 – 1:00pm CACC meets with AMT to assess CLAS standards.

September 13, 2009 – Focus Group - Lakeside Center members stakeholder group at 2:00pm at Lakeside Center.

Sample Assessments

- Cultural SWOT

- Building Bridges

- CLAS Standards Implementation Suggestions
  - http://www.dbhds.virginia.gov/2008CLC/documents/clc-CLAS-920090PlanStandards-ImplemSugg.pdf

- Cultural and Linguistic Competence Assessment for Disability Organizations
  - http://www.gucchdgeorgetown.net/NCCC/CLCADO/

- Test Yourself for Hidden Bias (number of categories)
  - https://implicit.harvard.edu/implicit/demo/takeatest.html

Cultural SWOT ANAYLSIS

- Strengths, Weaknesses, Opportunities, Threats

- Tool used for strategic planning

- Seen used in organizations when developing plan - CARF

Suggestions for Implementation of the CLAS Standards

- *Standard 8: Health care organizations should develop, implement, and promote a written strategic plan that outlines clear goals, policies, operational plans, and management accountability/oversight mechanisms to provide culturally and linguistically appropriate services.*

- *See handout in your packet and on Department's website under Cultural and Linguistic Competence*

- http://www.dbhds.virginia.gov/2008CLC/documents/clc-CLAS-920090PlanStandards-ImplemSugg.pdf

- 1. Develop a Cultural and Linguistic Competency (CLC) plan based on information gathered

- 2. In the CLC plan include timeframe for review and revisions

- 3. Gather and analyze data

- 4. Do organizational assessment and gain input from stakeholders
- Public meetings
- Focus groups
- Sharing at community meetings

- 5. Identify a coordinator or committee to monitor and implement the plan

- 6. Ensure executive management buy-in

- 7. Plan should be obtainable

- 8. Plan should have accountability
-

Building Bridges Assessment

- Developed by LaFrontera Center, INC

- Grant from Office of Minority Health with the CLAS standards in mind

- Provides a framework to assess an organization's level of cultural competence

U.S. Department of **Health & Human Services**

The Office of Minority Health
1-800-444-6472

Our Process

- Identified tool
- Identified Facilitators and Scribes, met with Facilitators and Scribes
- Pulled sample of cross divisional staff together
- Sent out instructions and what we were going to do ahead of time
- Identified a date – had snacks.. Food helps!
- Talked a little about our CACC Committee and how information will be used
- Gave overview and context at meeting
- Completed Assessment
- Asked what 2-3 things could we do that would give us the most impact to move us to the next stage - Gave out index cards if there were staff that felt uncomfortable sharing in group.
- Completed assessment
- Debriefed process – What went well? What can we do differently to help the process for the next group?

Cultural Awareness and Competency Committee
Agenda for Staff
April 1, 2010
Conference Room "C"

2:00pm – 3:30pm

Introduction of CACC committee members

•Brief Overview of process

-Part of CACC Plan

-Information lead to next CACC

-Draft regulations include requirements to have plan

based on CLAS standards

– New plan will be based on agency assessment

•Review of CACC assessment plan and next steps

•Overview of Building Bridges Tool

•Each person has their own copy/Review of stages

Using the tool

Assessment looks at four areas;

1. Organizational Environment,
2. Public Relations/Working with the Community,
3. Human Resources,
4. Service Delivery,

- Rate from where you stand in the organization from Stage 1 (Cultural Oppression) – Stage 6 (Cultural Advocacy)

- Examples given are provided to give a feel for that stage, give meaning to each subcategory

Building Bridges

" Organizational Environment"

Rate what stage is your organization?

Visual Representation

General Feeling

Vision and Mission

Location/Accessibility

Language Ability

Write on Score Sheet

Analysis of Data

- Summarize data
- Look for themes or categories

Now what?

- What do you do with the data?
- Review data, Prioritize
- Use to develop a cultural competence plan

Need identified from Sample Assessment

- One of the things we learned was that our organization lacks awareness of individuals who are Deaf, Hard of Hearing, Late Deafened or DeafBlind

Assessment Lessons Learned

- May need to educate before assessment
- Share results with persons surveyed
- Make sure you do something with the data
- Accurate and Timely compilation/distribution of results
- Present data in an understandable manner
- Use data to inform your plan
- Keep it simple
- Get input from multiple stakeholder types
- Provide resources

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Organizational Cultural Competence Planning Model

Planning

Developing a CLC Plan

- Purpose of a cultural and linguistic competence (CLC) plan is to help the organization focus their efforts on specific areas identified that the organization wants to improve or continue doing.

- Helps everyone know (all stakeholders) what is expected and what we are going to do

- Gives value and importance to this work

Key Components

- Goals

- Measurable Objectives

- Strategies

- Time frames

- Responsible parties

- Could Addresses multiple areas, employees, persons served, family, community

Share your plan

- Discuss ways to communicate your CLC Plan with the organization, person served and community
- Determine ways to make it accessible to your agency
- Keep it visible
- Whole organization's responsibility (Not just the CLC Committee)

FY11 Agency Cultural Competency Plan

Objective	Deliverable	Frequency and Responsible Party
Agency Cultural Awareness and Competency Committee (CACC)	Creates and implements yearly plan. Keep work of committee visible to all agency staff. Creates an annual report.	Meets every six weeks. CACC and Agency Management Team (AMT)
Establish Co-Chair	Co-chair appointed	Within FY11 CACC/AMT
Increase awareness and adherence to CLAS standards	Information about CLAS standards are shared at Admin orientation And part of 101 class	Quarterly at Admin Orientation and twice at year at 101 classes. CACC and Agency Staff
Finalize interpreter use guidelines	Guidelines developed and known to three divisions within agency	Within FY11 CACC to review annually CACC/Leadership Group Yvonne Russell Lead
Translate Key Agency Forms in Spanish	Identified forms translated in Spanish and on Intranet	Within FY11 OMT to identify forms CACC translate Yvonne Russell Lead

Today's CLC Plan

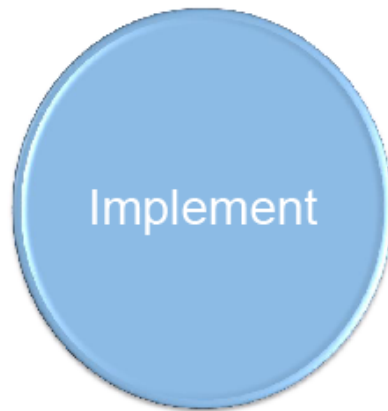| Objective	Strategies	Deliverable	Frequency and Responsible Party
Ensure all staff (100%)participate in sensitivity and awareness class for individuals who are Deaf, Hard of Hearing, Late Deafend and DeafBlind within the next quarter	Ask Kathy Baker to provide an interactive sensitivity training for all staff	All staff attended training	Once per year, CLC Committee, Yvonne R. Lead

Planning Lesson Learned

- Achievable, Attainable, Flexible
- Living document/Find opportunities to remind folks of what is in your plan
- Someone's monitoring it – Who does the committee report to regarding results?
- Everyone knows about it, place on Agency Intranet
- Return to focus groups and let them know the plan – keeps communication flowing
- Required by some Accreditors such as CARF

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IMPLEMENTATION

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Organizational Cultural Competence Planning Model

Implement

- Develop strategies to implement your plan
- Identify who will follow up on various areas
- Give dates you plan to achieve identified areas

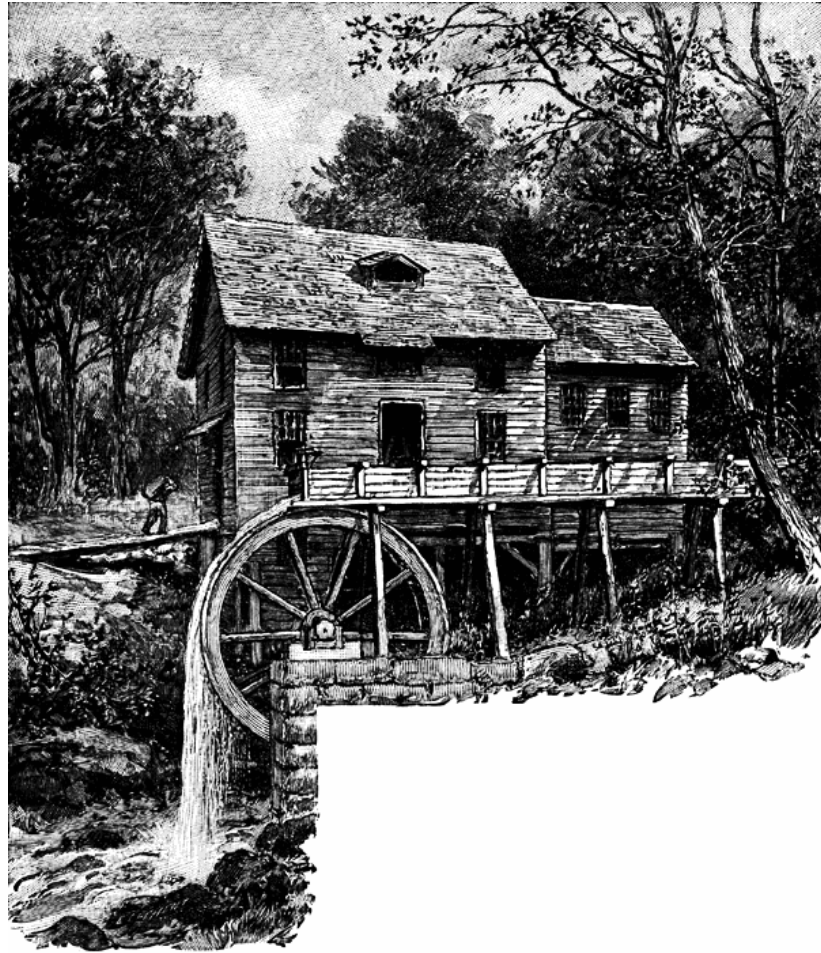# A journey of a thousand miles begins with a single step.

Lao-tzu

The Way of Lao-tzu
Chinese philosopher (604 BC - 531 BC)

Waterwheel Principle

Waterwheel Principle

"Recognizing the need for cultural competence, however is just the first step in an *ongoing, goal-oriented process.* Organizations must be committed to identifying weaknesses and strengths, embracing inclusive values and philosophies, developing and *implementing a cultural competence action plan and continuously monitoring* the organization to ensure that established policies and procedures are effective and being followed."

From: Building Bridges, La Frontera Center, Inc., 2002, page 2

Implementation

Incorporate into all aspects of the organization

- **mission statement**
- **policies and procedures**
- **practices**
- **administration**
- **staffing patterns**
- **service delivery practices and approaches**
- **community outreach**
- **telecommunications**
- **information dissemination**
- **professional development activities**

Examples of Implementation Strategies

[The CSB] seeks to improve the quality of life for all staff, individuals served, families, and

organizations that come into contact with our agency. We expect to achieve this goal by educating and training our staff members on the dynamics of our growing and culturally diverse community. Through this commitment, we will enhance our awareness, compassion, and ability to interact with others who are different than ourselves with dignity, respect, patience, and understanding.

Examples of Implementation Strategies

Embracing diversity in the workplace makes for better creativity, acceptance, tolerance, and innovation. It also broadens the range of knowledge, skills, and abilities of our staff members. Better clinical decisions can be made based on culturally diverse perspectives. As an agency, our focus on cultural competency and diversity will enable us to improve our ability to provide culturally sensitive services to the individuals we serve.

Implementation Continued...

Identify and include budgetary expenditures each fiscal year to facilitate personnel development through their participation in conferences, workshops and seminars on cultural competence.

Identify and include budgetary expenditures for culturally appropriate diagnostic tools and the training of staff to utilize the tools

Implementation Continued…

Convene informal brown bag lunches to engage personnel in discussions and activities that offer an opportunity to explore attitudes, beliefs and values related to cultural diversity and cultural competence.

Implementation Continued…

Network with parents, family organizations, minority businesses, faith-based institutions and other community based groups to build relationships and educate them about your organization's services and willingness to be a part of the community.

- Conduct community needs assessments of target ethnic/racial groups consumers and communities
- Plan community forums to educate communities on MH/DD/SA issues as well as build

Implementation Continued…

Increase capacity to provide customer friendly services to all ethnic/racial groups, particularly those in need of translation and interpretation services, through providers and/or interpreters. This includes increasing the numbers of qualified interpreters who also have knowledge and understanding of behavioral health.

**Language Banks-Telephonic Translations
Video-Relay Interpreting**

Implementation Continued…

Provide opportunities for all staff to gain a personal awareness of cultural diversity and linguistic competence by sponsoring a sensitivity training.

Sensitivity Exercise

Thanks to

Cecil Prillaman, DeafBlind Outreach Specialist, Virginia Department for the Blind and Vision Impaired

Elizabeth Spiers, State Coordinator/DeafBlind Services, Viriginia Department for the Blind and Vision Impaired

Gary Talley, Outreach Program Manager, Virginia Department for the Deaf and Hard of Hearing

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Evaluate and Document Achievement

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Organizational Cultural Competence Planning Model

- Recording the Organizational Journey which can be accomplished in many ways
  - Annual Report
  - Time line
  - Organizational Stories
- Have a yearly retreat, take time out to think about where you have been and where you need to go

Document Achievement

"I am separated from things because of my blindness. I am separated from people because of my deafness."

Helen Keller

Today's CLC Plan

Objective	Strategies	Deliverable	Frequency and Responsible Party
Ensure all staff (100%)participate in sensitivity and awareness class for individuals who are Deaf, Hard of Hearing, Late Deafend and DeafBlind within the next quarter	Ask Kathy Baker to provide an interactive sensitivity training for all staff	All staff attended training	Once per year, CLC Committee, Yvonne R. Lead

Evaluate and Document Achievement

Annual CLC Report

- Report would evaluate and document accomplishments as it relates to the CLC plan.

Sample:

- 95% of all staff participated in the sensitivity training held at Deep Run Center on May 31, 2011. Staff reported an increased awareness and sensitivity for individuals who are Deaf, Hard of Hearing, Late Deafened or DeafBlind.

Evaluate and Document Achievement

Implementation Strategies

- A culture of valuing diversity is developed with active intention by staff at all levels to create an embracing and respectful environment

Performance Indicators

- All staff (from the security guard, maintenance person and receptionist to the clinical director and administrator) are trained to be "customer" focused, enthusiastic, welcoming, and strengths-focused.
- Performance Measure: All staff and volunteers employed by the SOC receive orientation on the cultural values of the SOC and the populations of focus.
- Performance Measure: Youth and family satisfaction ratings of the physical and interpersonal environment average 90-100%.

Evaluate and Document Achievement

Implementation Strategies

•Service and supports locations are publicized through the use of culturally and linguistically accessible and appropriate social marketing methods.

Performance Indicators

•Social marketing campaign materials are in the language(s) of the population(s) of focus

Evaluate and Document Achievement

Implementation Strategies

- Encourage staff to interact with the community and participate in community events

Performance Indicator

- Community involvement by staff is included in every staff member's job description and is regularly assessed in their performance appraisal.

Evaluate and Document Achievement

Action Step/Measures

- Increase staff cultural competency and group dynamics
- Disseminate information monthly
   Staff meeting discussion, group notes

Persons Responsible

- M-Team
- E-Team
- Assistant Director

Target Date

- Ongoing - July 2008
- Progress Review: July 2010

Strategies for Celebrating Success

- Yearly retreat to celebrate success
- Yearly Review of all CLC plans within the agency to identify if strategies were successful and where there are strengths to build on or weaknesses to improve

Waterwheel Principle

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Resources

Building Bridges, La Frontera Center, Inc., 2002

The City of Portsmouth- Department of Behavioral Healthcare Services (DBHS), Cultural Diversity Plan, 2009-2010

Technical Assistance Partnership for Child and Family Mental Health, U.S. Department of Health and Human Services, SAMSA

The Office of Minority Health - http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=1&lvlID=3

The Journey Continues